SOUTHERN ACADEMY OF
HIGHER EDUCATION

Southern Academy of Higher Education (SAHE)

Academic Progression and Graduation Policy

(Effective Date: 7 August 2026)

Table of Contents

Table of Contents 2
1. Policy Statement 3
2. Scope 3
3. Policy Principles 3
4. Course Duration 4
5. Course Progression Rules 4
6. Monitoring 5
7. Intervention 6
8. Exclusion 7
9. Course Transfer 8
10. Overloading on Units and Cross-Institutional Study 8
11. Improved Performance 9
12. Graduation 9
13. Records 10
14. Appeals 10
15. Policy Implementation and Monitoring 10
Version Control 10
Version History 11
Appendix A: Course Requirement Assessment and Conferral Process 13
A.1 Approval Procedure 13
A.2 Step 1: Potential Graduand List 13
A.3 Step 2: Registrar Course Completion Assessment 13
A.4 Step 3: Teaching and Learning Committee Review 13
A.5 Step 4: Academic Board Recommendation 13
A.6 Step 5: Governing Council Conferral 14
A.7 Step 6: Activation and Safeguards 14

1. Policy Statement

The Academic Progression and Graduation Policy (Policy) and related procedures are designed to promote a high-quality educational experience for all students at the Southern Academy of Higher Education (SAHE). This Policy sets the principles that govern the academic progression of students towards the successful completion of a course of study, and the process by which SAHE confers qualifications on students who have met all course requirements.

SAHE has a fair, transparent and effective process to monitor student progression, identify 'at-risk' students who may need additional support, and enable the graduation of students who successfully complete their program of study.

1.1 Regulatory Context

SAHE monitors and manages student academic progression, and confers qualifications, in accordance with the Higher Education Standards Framework (Threshold Standards) 2021 (HESF), in particular Standard 1.3 (Orientation and Progression), Standard 1.4 (Learning Outcomes and Assessment), Standard 1.5 (Qualifications and Certification), Standard 2.3 (Wellbeing and Safety), Standard 6.1 (Governing Body and Corporate Governance)[1], Standard 6.2 (Corporate Monitoring, Assurance and Controls) and Standard 7.3 (Information Management), taking into account the Higher Education Standards Framework Amendment (Threshold Standards) Instrument 2026 (the 2026 Amendment).

Consistent with HESF Standard 6.2.1(i), SAHE's course requirement assessment and conferral process (Appendix A) is designed to ensure that qualifications are awarded legitimately. Consistent with Standard 7.3.3(a), SAHE maintains accurate and up-to-date records of student enrolments, progression, completions and the award of qualifications, in accordance with the Records Management Policy. Where a student's at-risk status arises from, or is affected by, a critical incident, SAHE responds in accordance with its critical-incident policy and procedures, required under HESF Standard 2.3.5.

2. Scope

This Policy applies to all enrolled students at SAHE.

3. Policy Principles

The academic performance of all enrolled students is actively monitored. Students who are deemed to be at risk of unsatisfactory progress are offered support by SAHE staff. SAHE's approach satisfies the obligations for monitoring program progress for students under the Higher Education Standards Framework (Threshold Standards) 2021, in particular Standard 1.3 (Orientation and Progression), and for international students under the Education Services for Overseas Students Act 2000 (ESOS Act).

SAHE adheres to the principles of natural justice when making decisions regarding academic progress, including that:

[1] The title "Governing Body and Corporate Governance" reflects the amendment to Standard 6.1 made by the Higher Education Standards Framework Amendment (Threshold Standards) Instrument 2026 (the 2026 Amendment). Under the 2026 Amendment's application provisions, this change formally applies to non-university higher education providers such as SAHE from 1 July 2027. SAHE has adopted the amended title ahead of that date to ensure this Policy will not require further amendment when the 2026 Amendment takes effect. Until 1 July 2027, the equivalent provision continues to operate under its pre-amendment title, "Corporate Governance".

a. students have access to clearly defined processes regarding academic progression and performance;

b. SAHE students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background or entry pathway;

c. students are provided with clear and timely information regarding any unsatisfactory progress;

d. students have the right to appeal, to present their case, and to a transparent and accessible procedure; and

e. students are treated impartially and equitably during all stages of the academic progress review process.

4. Course Duration

a. Where full-time study is required due to visa conditions or as a condition of enrolment, the maximum completion time for a course of study is the normal full-time duration of that course plus 50% of the normal full-time duration (the '150% rule'). For example, a course with a normal full-time duration of 2 years has a maximum completion time of 3 years.

b. For domestic students studying part-time, where part-time study is available for the relevant course, the maximum completion time is the normal part-time duration of the course plus 50% of the normal part-time duration.

c. The course duration begins on the first day of the first study period in which the student is enrolled in the course.

4.1 International Student Course Duration Requirements

a. For international students on student visas, program duration may only be extended if a Confirmation of Enrolment (CoE) is extended due to academic intervention and/or the availability of required units, in accordance with Standard 8.16 of the National Code 2018.

b. Conditions relating to international students are further governed by the Education Services for Overseas Students (ESOS) Act 2000 and the requirements of the National Code 2018.

c. SAHE advises students to contact the Department of Home Affairs to seek advice on any potential impacts on their visa, including the need to obtain a new visa, as required by Standard 8.17 of the National Code 2018.

5. Course Progression Rules

a. Students are expected to make satisfactory progress in each study period of their enrolment. Satisfactory progress includes:

   i. pass grades or above in 50% or more of their attempted units (including units withdrawn with penalty) per study period;

   ii. successful completion of units on the first or second attempt (that is, no individual unit failed three times or more);

   iii. following the Course sequence, including pre-requisites and any other requirements as outlined in Unit Outline(s).

a. It is the student's responsibility to understand and complete all the requirements of their course of study

b. To be eligible to receive the award, the student must complete all the requirements of the course within the maximum program duration.

5.1 International Student Progression Requirements

a. SAHE may extend an overseas student's CoE if SAHE has implemented, or is in the process of implementing, an intervention strategy for the international student because the international student is at risk of not meeting course progress requirements, as required by Standard 8.16.2 of the National Code 2018.

b. SAHE allows an extension to a CoE under Standard 8.16.3 of the National Code 2018 if the student is unable to complete within the expected duration, in the case of an approved deferral or suspension of the student's enrolment under Standard 9 of the National Code 2018.

6. Monitoring

6.1 Academic Progress

a. SAHE recognises its specific obligations for monitoring enrolled students' academic performance at all levels of study, to maintain student retention and success.

b. SAHE will conduct free, regular academic skills workshops throughout the year as needed to support students at all levels of study to revise or consolidate their understanding of various topics

c. Students will be regularly informed of their academic standing to assist them to achieve the requirements of their course of study.

d. Academic progress and any intervention measures will be recorded on individual student files in the student management system, and SAHE will conduct systematic monitoring of overall performance data.

e. SAHE will provide clear, equitable, consistent and timely:

   i. procedures for identifying, notifying, monitoring and supporting students who are not meeting academic progression requirements;

   ii. systems for monitoring the academic performance of all students;

   iii. clear requirements for the course of study; and

   iv. support services to assist students to meet academic progression requirements.

6.2 Attendance

a. Lecturers/tutors will record student attendance in each face-to-face scheduled class.

b. SAHE requires all students to attend at least 80% of their scheduled classes for each unit. This attendance requirement is an SAHE academic standard, based on evidence that regular class attendance is closely linked to student success and satisfactory academic performance.

c. For international students, SAHE monitors attendance as part of its broader obligation to monitor overseas student course progress and identify students at risk of not meeting course progress or attendance requirements, consistent with Standard 8.4 and Standard 8.5 of the National Code 2018.

d. A student whose attendance falls below 80% of the projected attendance for a unit, without approval, and who is not achieving satisfactory course progress, will be contacted in writing at their student email address and will be required to contact SAHE support to discuss their study engagement and receive academic or personal support as required.

e. SAHE will keep records of the advice and assistance offered to students who are not meeting academic progression requirements due to insufficient attendance at classes.

f. In exceptional circumstances, a student who has not attended 80% of the teaching sessions may be permitted to continue their enrolment with SAHE approval and support.

6.3 Student Engagement

a. SAHE will review the academic progress and engagement of students throughout the study period.

b. Engagement is defined as a student logging on to their Learning Management System (LMS) enrolled unit pages, and attempting and/or completing any required tasks and attendance in classes.

c. If a student does not show sufficient engagement as outlined in this Policy and SAHE staff are unable to contact the student, their enrolment may be cancelled.

7. Intervention

a. Early formative assessments will help identify 'at-risk' students, in accordance with the Assessment Policy and Procedure.

b. A student whose academic progress status has been identified as 'at-risk' of unsatisfactory progress (in accordance with the course progression rules outlined in this Policy) will be notified in writing and given the opportunity to explain their status. Students will be provided with information about:

   i. the possible consequences of further poor performance;

   ii. relevant support services available to students for advice and assistance; and

   iii. the requirement to attend a meeting with SAHE staff.

c. SAHE staff will provide 'at-risk' students with an individual study planner, which may include but is not limited to:

   i. undertaking study skills modules, including academic integrity related support sessions, at the start of each study period and on an ongoing basis throughout each study period;

   ii. participating in study support sessions;

   iii. undertaking self-assessment and reflective activities;

   iv. meeting with the relevant Course Director for specific academic advice;

   v. participating in a counselling program or other student support services available at no cost to students; and

   vi. reducing study load.

d. Additionally, 'at-risk' students will be provided with proactive advice, individual learning plans and support to assist them in developing strategies to address the factors impacting their progress. They will be enrolled in the SAHE Learning Support Program, designed for targeted study support.

e. Students who receive formal notification of their 'at-risk' status are given the opportunity to explain their particular circumstances within the timeline specified in the notification, and:

   i. should seek clarification from their lecturer or Course Director of any instruction or information that is unclear; and

   ii. may seek advice and support from the Course Director or other academic support services available at SAHE.

f. It is the student's responsibility to read and act upon an 'at-risk' notification. A student's failure to respond to any notification as directed may be considered should further unsatisfactory progress occur.

g. The Registrar will provide advice and make recommendations to students on matters including:

   i. a student's continued enrolment, and major/unit selection to assist in the successful and timely completion of their program;

   ii. assistance available from support services, including counselling;

   iii. academic consultation provided by academic staff regarding academic and English language skills support; and

   iv. where appropriate, applying for reasonable adjustments.

h. For international students whose academic progression indicates a delayed completion date, SAHE will access PRISMS to issue a new CoE with the revised completion date. A copy of the new CoE will be placed on the student file and provided to the student.

i. Failure to maintain satisfactory course progression may lead to the student being excluded from the course (and, for international students, being reported via PRISMS, depending on the outcome of any appeals process).

j. SAHE informs students of the reasons for the intention to report, as required by Standard 8.13.2 of the National Code 2018.

k. SAHE will only report unsatisfactory course progress or unsatisfactory course attendance to the Australian Government, in accordance with section 19 of the ESOS Act, when:

   i. the internal and external complaints processes have been completed, and the decision or recommendation supports exclusion; or

   ii. the international student has chosen not to access the internal complaints and appeals process within the 20-working day period; or

   iii. the international student has chosen not to access the external complaints and appeals process; or

   iv. the student withdraws from the internal or external appeals process by notifying SAHE in writing.

l. Where a student's at-risk status arises from, or is affected by, a critical incident, SAHE will respond in accordance with its critical-incident policy and procedures, consistent with HESF Standard 2.3.5.

As required by student visa condition 8202, student visa holders must undertake their course on a full-time basis and maintain full-time study.

8. Exclusion

a. The Course Director will monitor the academic progress of each student.

b. Students who fail to progress according to the program progression rules outlined in this Policy may be subject to exclusion from their course of study.

c. If a student is excluded from the course, the student will receive notification detailing the reasons for, and the period of, exclusion.

d. If an international student is excluded, SAHE will report the exclusion via PRISMS, as stipulated by the National Code 2018.

e. The student will receive a notice of intention to cancel their enrolment. The student is entitled to appeal within 20 working days, in accordance with the Student Grievance Management Policy.

f. If the student fails to progress, the student may be asked to re-apply to the course, and completed units may be granted as advanced standing if this is within the applicable timeframe.

g. Students who wish to continue study after the period of exclusion must reapply, in accordance with the Admissions Policy and Procedure.

9. Course Transfer

Where the grounds for a student's exclusion consist of repeated failure of a specific unit or units, a student may propose a transfer to another course, where those units are not required, as part of their submission. Alternatively, a student may make a case to move to a course in a different discipline area if this is based on documented career advice. It is the student's responsibility to make the case for transfer to another course or specialisation as part of their submission.

A submission that includes a case to transfer to another course or specialisation will be considered by the relevant Course Director responsible for the proposed course or specialisation, who will be given access to all relevant material pertaining to the original exclusion decision. Based on the evidence provided, the relevant Course Director may permit the student to continue their studies in the new course or specialisation.

10. Overloading on Units and Cross-Institutional Study

10.1 Undertaking More Than a Full-Time Load

Students who wish to take more than a full-time load in a study period need to obtain at least a 'Credit' average for units completed in previous study periods. A full-time load is eight (8) units in a calendar year. Students who have failed units previously will not be eligible to study more than a full-time load.

Exceptions to the above may be made by the Dean (or delegate). This may include a situation where a student requires more than a full-time load in their final study period in order to graduate and the student can demonstrate their academic performance has improved as their studies have progressed.

The Course Director will consider the student's past academic record to determine if the student can academically cope with an increased study load.

10.2 Cross-Institutional Study

Cross-institutional study is where a student completes units of study at another registered higher education institution and receives advanced standing for those units at SAHE. A student may only commence cross-institutional study with the prior written consent of the Course Director.

Students may apply in writing by submitting the Application for Cross-institutional Study Form. A student who has failed a unit twice will need to apply for permission to study the unit at SAHE a third time and may be directed to complete the unit via cross-institutional study at an approved provider.

The Course Director will deny the request for cross-institutional study if:

- the unit is offered during the study period when the unit is required;
- the unit is not of relevance and benefit to the student's course;

- the student needs to graduate, but the need for cross-institutional study arose due to a failure in the unit, and the unit will be offered in the next study period;
- there is no substantial equivalence as outlined in SAHE's Recognition for Prior Learning Policy and Procedure; or the student has already been granted the maximum amount of advanced standing.

10.3 International Student Requirements

As required by student visa condition 8202, student visa holders must undertake their course on a full-time basis and maintain full-time study. The following requirements apply in addition to those set out in Sections 10.1 and 10.2 above:

a. An international student's approved overload must not be used to complete the course ahead of the completion date recorded on their Confirmation of Enrolment (CoE) other than in accordance with Standard 8.16 of the National Code 2018.

b. Where an international student seeks to undertake cross-institutional study, the Course Director must be satisfied that the arrangement will not result in the student breaching student visa condition 8202 or the requirement to maintain full-time study, and that any units completed cross-institutionally will be recognised towards the CoE.

c. SAHE will update the international student's CoE via PRISMS where an approved overload, underload, or cross-institutional study arrangement changes the student's expected completion date, consistent with Section 4.1 of this Policy.

d. SAHE advises international students to contact the Department of Home Affairs to seek advice on any potential impacts of an overload, underload, or cross-institutional study arrangement on their visa, as required by Standard 8.17 of the National Code 2018.

11. Improved Performance

Where a student maintains satisfactory progress for two consecutive study periods, they will be removed from 'at-risk' register.

12. Graduation

a. The completion date of the student’s course is the date where the last unit of their course is released.

b. The student must have satisfactorily completed all course requirements before recommending that the student be awarded a qualification, via the Course Requirement Assessment and Conferral Process at Appendix A. The list of students eligible to be awarded qualifications is assessed by the Registrar, reviewed by the Teaching and Learning Committee, and endorsed by the Academic Board for conferral by the Governing Council, in accordance with Appendix A.

c. The Governing Council confers qualifications on the recommendation of the Academic Board, consistent with HESF Standard 6.2.1(i), which requires that qualifications are awarded legitimately.

d. Students who have completed one or more units of study that do not lead to the award of a qualification will have access to an authorised transcript (record of results) for the units undertaken.

e. Students who have a financial debt with SAHE will have their final grade withheld and will not be permitted to graduate until the debt has been paid or payment arrangements have been approved by SAHE.

f. Students who are eligible to graduate must apply by the prescribed date to attend the relevant graduation ceremony.

g. Graduates who are unable to attend a graduation ceremony will have the appropriate award conferred by SAHE in absentia.

h. Academic awards will be presented at the graduation ceremony

i. All SAHE-issued certification documentation will be protected against fraud through a range of measures.

j. Consistent with HESF Standard 1.5.4 to 1.5.8, all certification documentation issued by SAHE, including testamurs and records of results, will correctly identify SAHE as the issuing provider, the recipient, the qualification awarded and the date of issue, and will be protected against fraudulent issue, traceable and authenticable.

13. Records

The records of student progression, exclusion and graduation will be created, stored, maintained and disposed of in accordance with the Records Management Policy, consistent with HESF Standard 7.3.3(a).

14. Appeals

A student may appeal a decision taken under this Policy in accordance with the Student Grievance Management Policy and Procedure.

15. Policy Implementation and Monitoring

The Academic Board will review all relevant student complaints, concerns raised by staff members, and instances of student or staff misconduct on an ongoing basis, and will ensure that findings from these monitoring activities are taken into account in planning, quality assurance and improvement processes.

Version Control

Version	3.0
Category	Academic
Approving Body	Academic Board
Approval Date	7 August 2026
Policy Owner	Dean
Details of Changes	• Reformatted into SAHE's current policy template, aligned to the structure and drafting conventions of the Assessment Policy and Procedure and the Records Management Policy. • Corrected the reference to the 'Education Services for Overseas Students Act 2019' to its correct title, the Education Services for Overseas Students Act 2000 (ESOS Act). • Corrected the reference to the 'Migrations Regulations 1994' to its correct title, the Migration Regulations 1994 (Cth), and clarified that student visa condition 8202 is set out under those Regulations, rather than the ESOS Act.

	• Replaced outdated references to the 'Bachelor of Business Degree Outline' — a course document not reflected in SAHE's current course offerings — with generic references to the relevant Course Handbook and Unit Outline(s), consistent with SAHE's current Master of Information Technology and Master of Business courses. • Replaced 'semester' terminology throughout with 'study period', consistent with the trimester-based program structure used in SAHE's current course proposals. • Removed the fixed maximum program duration figures of '4.5 years' and '9 years', which appear to have been calculated against a 3-year bachelor degree not reflected in SAHE's current course offerings, and replaced them with the underlying 150% rule and a worked example, so the Policy applies correctly to SAHE's current course durations. This change should be verified against SAHE's current course durations before approval. • Corrected the Table of Contents and section numbering, which had become inconsistent with the body of the Policy (duplicate cross-reference bookmarks, and section numbers misaligned from Program Transfer/Graduation onward). • Added a new Regulatory Context subsection (1.1), citing the Higher Education Standards Framework (Threshold Standards) 2021, taking into account the Higher Education Standards Framework Amendment (Threshold Standards) Instrument 2026. • Added a new certification-compliance clause to Section 11 (Graduation), referencing HESF Standard 1.5.4–1.5.8. • Added a new clause to Section 7 (Intervention) referencing SAHE's critical-incident policy obligations under HESF Standard 2.3.5. • Added the SAHE Course Requirement Assessment and Conferral Process as Appendix A, setting out the six-step governance path from Academic Registrar audit to Governing Council conferral. • Removed the previous stand-alone 'Higher Education Standards Frameworks', 'Benchmarking Institutes', 'Related Document' and 'Related Legislations' version-control fields, consistent with the current policy template, and incorporated the relevant references into the body of the Policy (Section 1). • Minor drafting and formatting corrections. • Restructured Section 4 (Course Duration) so the general duration rules, including those applicable to domestic students, sit under Section 4, with international-student-specific requirements moved into a new Section 4.1. • Restructured Section 5 (Course Progression Rules) so the general progression rules, including those applicable to domestic students, sit under Section 5, with international-student-specific requirements moved into a new Section 5.1. • Added a new Section 10 (Overloading on Units and Cross-Institutional Study), covering the requirements for students undertaking more than a full-time load and for cross-institutional study, and renumbered subsequent sections (Improved Performance, Graduation, Records, Appeals, and Policy Implementation and Monitoring) from 10-14 to 11-15 accordingly. • Added a new Section 10.3 (International Student Requirements) to Section 10, setting out how overload, underload and cross-institutional study arrangements interact with student visa condition 8202 and CoE requirements, consistent with the international-student subsections added to Sections 4 and 5.

Version History

Version	Approved by	Approval date	Revision notes	Next review
1.3	Academic Board	4 May 2023	Approved original version.	
2.0	Academic Board	Not recorded	Added detail to fill gaps and clarify language; removed items covered in other policies; reviewed to align with the draft TEQSA Governance Guidance Note.	
3.0	Academic Board	[Approval Date]	Consolidated rewrite aligned to the current SAHE policy template. Corrected outdated legislative references and course-specific terminology, removed fixed duration figures tied to a discontinued bachelor degree, corrected Table of Contents/section-numbering errors, realigned regulatory references against the HESF 2021 as amended by the 2026 Instrument, and added the Course Requirement Assessment and Conferral Process as Appendix A.	[2028]

Appendix A: Course Requirement Assessment and Conferral Process

This Appendix sets out the process by which SAHE assesses whether students have met their course requirements and confers qualifications on eligible students. It is issued under, and forms part of, this Policy, and applies whenever a student becomes eligible, or a potential candidate, for graduation under Section 12 (Graduation).

A.1 Approval Procedure

The procedure for approving SAHE students who meet graduation requirements follows a structured governance path: initial audit by the Academic Registrar, review by the Teaching and Learning Committee, recommendation by the Academic Board, and final conferral by the Governing Council. This process upholds the Governing Council's authority as the body responsible for conferring qualifications, while drawing on the academic expertise of the Teaching and Learning Committee and the Academic Board, consistent with HESF Standard 6.2.1(i) (qualifications are awarded legitimately).

A.2 Step 1: Potential Graduand List

The Academic Registrar runs reports to identify students nearing program completion who are in their last teaching period of study.

- Students are notified by email that an Intent to Graduate form is due, and are asked to review their program requirements and Unique Student Identifier (USI).
- Students submit the Intent to Graduate form, confirming their details and any outstanding issues.
- A provisional cohort list is formed, and any early discrepancies are flagged for resolution.

A.3 Step 2: Registrar Course Completion Assessment

The Academic Registrar reviews each potential graduand's record against SAHE's course rules. Graduation checks are conducted when study period results are released to students.

- Verify that all units have been completed with passing grades.
- Confirm that the student's Unique Student Identifier (USI) has been provided.
- Check for any outstanding fees, library holds, or progression issues.
- Generate a preliminary eligible list, noting any discrepancies for resolution.
- Circulate the draft list internally for initial sign-off.

A.4 Step 3: Teaching and Learning Committee Review

The Teaching and Learning Committee:

- reviews the list for compliance with academic standards; and
- addresses anomalies (for example, credit transfers or exemptions) in conjunction with the Academic Registrar.

A.5 Step 4: Academic Board Recommendation

The Academic Registrar submits the audited list to the Academic Board as a formal agenda item, for formal resolution.

- The Academic Board endorses the list and recommends conferral to the Governing Council.

- The recommendation is documented in the minutes and resolution of the Academic Board meeting.

A.6 Step 5: Governing Council Conferral

The Governing Council receives the Academic Board's endorsed list and resolution.

- The Governing Council approves or amends the conferral on the recommendation of the Academic Board.
- The Governing Council sets the official conferral date, which may align with a graduation ceremony.
- No student is a confirmed graduand until this step is complete.

A.7 Step 6: Activation and Safeguards

- The Academic Board notifies the Academic Registrar of the Governing Council's decision.
- The Academic Registrar updates student records with the conferral status, consistent with HESF Standard 7.3.3(a) and the Records Management Policy.
- Students are notified of their approval to graduate.
- The confirmed list is locked for the purposes of invitations and certificate printing.